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## **A Study of Organizational Climate of Colleges of Education under Karnataka University**



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### **A B S T R A C T**

*A Study of Organizational Climate of Colleges of Education under Karnataka University has been dealt with in this paper. The sample includes 90 teacher educators respondent by using random sampling technique. The tool used for collecting data was the Organizational Climate Description Questionnaire developed by Anand. 't-test' technique was adopted for data analysis. There is significant difference the government colleges of education are higher of organizational climate compared to private colleges of education organizational climate and age above 20 years colleges of education are higher of organizational climate compared age below 20 years colleges of education organizational climate.*

### **Introduction**

Educational institutions are organizations set-up for achieving particular purposes. They are social systems, and educational administrators should understand that they have to use them for achieving certain well-defined goals. Schools and colleges, universities and professional training centers of a country are unique forms of organizations designed to achieve specific social, cultural and vocational goals.

As in case of other organizations, understanding of educational organizations is also very important, if it is desired that these should function efficiently contributing effectively to the achievement of desired goals. Effective managers, principals in the schools recognize the unique styles and needs of teachers and help teachers to achieve their own performance goals. An interaction in the educational organizations that is the interactions between principal and teachers and teachers among themselves is also important. Understanding of educational institutions in the organizational perspective calls for discussion of the nature and characteristics of the educational organizations.

### **Review of Related Literature**

A number of researchers have brought out the importance of the climate as one of the factors affecting students learning. And many studies have found that the classroom climate is definitely linked with student's academic achievement in positive direction. Guy (1970) it was found that the climate of an organization is very much a function of leadership styles and qualities. Farinola (1971) found significant relationship between organizational climate and belief systems of the leaders for teachers. Baylay (1957) and Stern (1970) have conducted studies which clearly demonstrate that the organizational climate is the important determinant of human behavior.

### **Objectives**

**The following objectives were framed for the present study**

1. To study the difference between types of (Government and Private) colleges of education organizational climate.
2. To study the difference between age of (above 20 and below 20) colleges of education organizational climate.

### **Hypotheses**

In pursuance of the objectives 1-2 following Null Hypotheses were set up

1. There is no significant difference between types of (Government and Private) colleges of education organizational climate.
2. There is no significant difference between age of (above 20 and below 20) colleges of education organizational climate.

### **Sample selection**

All the teacher educators of Colleges of Education under Karnataka University were considered as populations of the study were selected randomly and considered for the study. The 90 teacher educators were selected as the respondents.

### **Tool**

The tool used for collecting data was the Organizational Climate Description Questionnaire developed by Anand (1994).

### **Statistical Technique used**

t-Test was used to find the significant difference in the organizational climate scores of teacher educators with reference to types and age of colleges of education as shown in **See table -01**

### **Major findings**

The above table reveals that the obtained t-value in the organizational climate of types of college scores level are more than the table values (1.96) at 0.05 levels of significance. Therefore the null hypothesis is rejected.

**Table -01 The difference in the Organizational Climate scores of teacher educators with reference to types and age of colleges of education**

	Variable	Mean	SD	t-value	p-value	Sign
Types of colleges	Government	277.50	42.71	2.3382	<0.05	S
	Private	248.16	55.71			
Age of Colleges	Above 20 Years	268.09	47.00	2.0739	<0.05	S
	Below 20 years	244.91	61.21			

esis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the government colleges of education are higher of organizational climate compared to private colleges of education organizational climate. The above table reveals that the obtained t-value in the organizational climate of age of college scores level are more than the table values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is rejected. It means that the obtained t-values are found to be significant. Therefore it is concluded that the age above 20 years colleges of education are higher of organizational climate compared age below 20 years colleges of education organizational climate.

#### **Conclusion**

Educational institutions are organizations set up for achieving particular purposes. It has been established beyond doubt colleges of education are different

from one another with respect to their organizational climates. Hence, this has been found to be of great interest to describe how they differ from one another what type of climate prevail different colleges of education. The colleges in which the organizational climate is poor should improve and develop the same. The colleges in which organizational climate is of acceptable quality should try to scale the highest of excellence.

#### **Suggestions**

1. Case studies should also be taken to supplement the findings of researches in this area. Case studies highlight some significant variables determining the organizational climate such studies may go a long way in developing programmes for changing the climate.
2. Experimental studies should be conducted in this area so that strategies and models for changing the organizational climate may be defined and developed.

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